

QEII

# A Level English Literature

## Component 3: Poetry – Section A

Exam: 2hrs 15 mins (total for section A and B)

Open Book – with clean copies

30% of A Level (in total for section A and B)

### **ASSESSMENT OBJECTIVES - SECTION B**

A01 - Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression

A02 - Analyse ways in which **meanings** are shaped in literary texts

A03 - Demonstrate understanding of the significance and influence of the **contexts** in which literary texts are **written and received**

(Please see Section B booklet on Romantic Poetry –taught in Year 13 as a component of A Level Literature)

**Knowledge**

**Skills**

For each poem, knowledge of:

- Verse Forms
- Subject matter and key idea
- Significant language use
- Significant features of structure
- Themes and concepts
- Relevant technical terminology
- Context of poem
- Historical and social context of text
- Social context of text
- Literary context – Contemporary poetry in a culturally diverse UK and Ireland
- Evolving reaction of readers

Have knowledge of themes and contexts of Contemporary UK and Irish poetry

- Narratives
- Themes
- Experimental verse forms
- Experiments in Varying structure
- The place of the individual
- Contemporary world view
- Evolution of contemporary poetic thought
- Evolution and influences of contemporary poetical themes
- Role of the poet in a contemporary society with evolving social media
- Evolution of the use of language in contemporary poetry
- Appropriation of language, culture and history as seen in contemporary poetry
- The difference in the linguistic and cultural aspects of UK poets of other cultures
- The difference in the linguistic and cultural aspects of Irish poets
- The differing concerns of UK mainstream, Irish and multicultural UK poetry

- Be able to read for meaning
- Be able to take notes and build up notes after reflecting on text
- Be able to develop detailed and precise knowledge and understanding of how poets create effects and meaning using language
- Be able to develop detailed and precise knowledge of how poets create effects and meaning using structure
- Be able to explain the effect of writers' use of language with relevant technical terms
- Be able to identify links and patterns within poems and between poems
- Be able to develop ideas on language, structure and meaning
- Be able to reflect on others' point of view and adapt own view in light of alternative interpretations
- Be able to compare a studied poem with an unseen poem
- Be able to map connections between studied and unseen poetry (primarily through theme)
- Be able to, independently, read round and research author and text
- Be able to use research into context to enhance understanding of texts
- Be able to write fluently and with accurate written expression
- Be able to use appropriate literary terminology
- Be able to develop arguments in essay form, supporting ideas with evidence

## INDEPENDENT LEARNING

What you need to do to ensure:

- a detailed knowledge of the text
- notes that will make sense at the end of the A Level course

Task	□
Get a folder, and dividers, in order to organise your notes	
Keep notes organised and up to date	
Read for meaning: Read the poems quickly once to get an understanding of key ideas and overall meaning	
Read analytically: start notes on each poem – keep them short and clear – focus on meaning, language, structure, links to individual poem and poet	
Research author: when they live and write	
Research literary context: Contemporary poetry in a culturally diverse UK, its influences and development	
Use internet/Study guides to fill in gaps in understanding of poems, poets, meaning, allusions, references and symbolism	
Closer Reading: Re-read text to apply ideas covered in class and develop detailed understanding	
Closer Reading: Develop notes on key aspects of poems	
Develop understanding of contrasts and links within texts and between texts Taking a theme as a focus, use mind maps to explore a particular concept either within one text or across two texts	
Wider thinking: Read contemporary critiques of individual poems/poets works to broaden own thinking and consider alternative interpretations	

## ORGANISING YOUR FOLDER

- Create a poetry folder from Year 12 with your notes from the Contemporary poetry
- You may wish to further divide it into the different poets
- For each poet you should build up your notes into sections

### Sections

EG:

**Poem - Look, we have coming to Dover - Daljit Nagra**

### Class notes

#### Own first notes on poem

**Own notes on Language:** words, poetic devices, symbolism, images, references and allusions

**Own notes on Structure:** whole text structure and poetic structural features

**Own notes on themes and concepts covered within individual poems and links made to other poems studied in the book, *Poems of the Decade***

Close analysis of language may be carried out in the texts – key notes and ideas should be notes (in file) with page references to enable efficient revision  
Notes should be kept of re-curing symbols or motifs and metaphors – where they appear and their significance

### Notes on context

- Contemporary Literary context
- Context of each individual poem
- Influences of history, culture and politics
- Evolving context of reception – critical views of the poems and poets

**Essays and feedback**